

Empowering Distance Learners' Research Prowess through the Effective Utilization of Three Psychotherapies

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Abstract

Individuals who have postponed studying to a future time period and or coming to pursue education as adults are often apathetic about their academic research skills due perhaps, to the reason of their age. Such emotional distortions are known to compromise their ability to appreciate and appropriate given information and responses to academic research tasks. This study therefore investigated the effectiveness of Reframing Technique (RT), Rational Emotive Behavioural Technique (REBT) and Assignment Method (AM) as psychotherapies for modifying learners' emotional preparedness in boosting the research and evaluation potentialities of Distance Learners (DLS). The study utilized 1057 Distance Learners (DLS) enrolled in Education and Guidance and Counselling baccalaureate Programme and have graduated within four separate academic Sessions, University of Ibadan. The stratified random sampling technique was adopted within the framework of the multi-stage method. The design was partly experimental (i.e. following the evaluation of impact of exposure to interventions) and causal comparative. The age range of the participants was between 26 and 54 years and Mean age of 37.9(SD=12.3) respectively. Using the descriptive statistics and ANOVA at the alpha level of 0.05, the findings showed that participants exposed to RT combined with AM($X=64.7$) did better as compared to REBT ($X=62.2$), AM alone($X=54.3$) and the control($X=48.02$) and was significant [$F(3, 1053) = 7.52$; $P < 0.05$] respectively. Overall, it further showed that participants' research prowess improved tremendously and the indication of a significant treatment effect [$F(7, 1049) = 5.01$; $P < 0.05$] was obtained. It was therefore concluded that since the DLS are expected to contribute meaningfully to global community change while adopting the instrument and or tool of educational research, doing this means that they should have adequate emotional mental frame ably facilitated through the advantage use of the benefits of psychotherapies.

Background

Ensuring uniformity between what is taught to Distance Learners (DLS) and how they learn as compared to their counterparts who are in regular university programmes requires adequate method for demystifying their emotional distortions. Effectively tackling the DLS emotional problems demands that adequate diagnosis of their perspective is undertaken while the utilization of psychotherapies for facilitating meaningful learning is adopted. Some of such emotional distortions however are their assumed inability to cope with the rigours of academic activities and especially educational research; part of which involves the construction of research measures, use

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of designs and statistical methods as well as discussion of findings. Paramount in the research and evaluation skills required is on how appropriate and feasible a research topic could be developed without difficulties that would compromise the learners' potentials for early completion of their academic programme. Some other related problems are those which involve how to access relevant library materials as well as the retrieval of data for literature review.

The effective utilization of psychotherapies in revamping lost hope and dampened emotional disturbances among victims in general (but learners in particular) have however been profound. For instance when Seligman (1995), Kellert and Beil (1997) and Lazarus (1997) examined the effectiveness of a differential selection of psychotherapies, the outcome was more of a breakthrough considering participants overall utility. Kellert and Beil had utilized the psychodynamic-inter-personal psychotherapy paradigm in a single-case study in the treatment of chronic post-traumatic nightmare.

Psychotherapeutic application in behaviour modification, especially in reshaping individual emotions as in awfulization, cognition fixation, regression in thinking and, or perhaps other problems arising from learning has had inputs from studies with multiple background (Woods, 1991; Adeyemo, 1998; Chambless and Ollendick, 2001; Barlow, 2002; Deacon and Abramowitz, 2004; Netz, Wu, Becker and Tenenbaum, 2005; Kame'enui, Fuchs, Francis, Good III, O'Connor et al, 2006). In the Abstracts of Postgraduate Theses and Projects (1976-1988), Breakwell, Hammond and Fife-Schaw (1995) and Osiki (2000), the outlines of the differential components of graduate investigations have been provided to allay researchers' difficulties and especially the DLS who now embark on project report writing. Systematically allaying learners' emotional situation also presupposes an assessment and the appreciation of the learners' attitude and, or behaviour to learning. While the different units of action (i.e. behaviour) can have a direct influence on the learners' potentials and quality of what is learnt, meaningful learning can be triggered and facilitated when learners exhibit a mental frame that is commensurable as psychotherapy is more effective with client-therapist compromise.

Unfortunately though, while psychotherapy may be beneficial, learners generally and academic researchers in particular, are not fully aware on the *modus operandi* for harnessing such inherent benefits. Researchers globally also discuss issues on how the academic potentiality of learners can be improved as well as their attitude without any recourse on the advantage application of behaviour modification techniques and the effective utilization of psychotherapy in the inducement of expected learners' outcome. To ignore the likelihood of therapeutic dividends that could accrue to learners is to make them gullible and passive recipients of knowledge. To ameliorate the problem of learners' gullibility while simultaneously

enhancing their skills in research methodology therefore, psychotherapies must be developed, adapted, validated and utilized. The aim of this study is therefore to investigate the differential effectiveness of three psychotherapies in the management of learners' deficiencies in research writing and reporting skills. Specifically, the focus of the study is to examine how Reframing Technique (RT), Rational Emotive Behavioural Technique (REBT) and the Assignment Method (AM) can be utilized to boost DLS research potentialities.

Confounders in Psychotherapies

The arguments for the relevance and, or direct effectiveness of psychotherapies has often been debated due to the possible effect of a placebo as well as other incidental outcome (Otherwise, results) on automation and halo effects in experimental studies. In control-trials as in medicines and related investigations (i.e. psychotherapy), the effects of experimental confounders may be reduced to the barest minimum when experimental subjects are due to randomization (Osiki, 2000; Buckwalter and Maas, 1990). To doubt the outcome of psychotherapy investigations is to equate it along with efficacy studies where participation is only due to restricted manipulation and very short lived and limited outcomes. Individuals in any institution and who perhaps, are diagnosed for learning difficulty (as in behaviour deficiencies, excess and, or weakly manifested conditions) could be exposed to and managed with varied psychotherapies following the assessment of their academic disability and particularly, in relation to research skills and methodology.

Comparing the differences between efficacy studies and psychotherapies however, Seligman (1995) argued that efficacy study could be a wrong method for empirically validating psychotherapy since it omits many crucial elements of what is actually done on the field. For specificity, Seligman reasoned that it is unfathomable to think on the actual completion of a scientifically compelling efficacy study of a treatment that has variable duration and self-correcting improvisations and that is aimed at improved quality of life as well as symptom relief, with patients (otherwise, clients) who were not randomly assigned and who had multiple problems. Embarking on mere efficacy studies could only prove futile as only psychotherapy could successfully undertake a task that could sustain lasting dividends. Although the selection of study sample may ably follows some criteria as well as basic experimental conditions, the screening of participants to benefit from psychotherapy can have empirically tested features as Osiki (2000) and Seligman (1995) have observed. Some of such features are:

1. Psychotherapy (like other health treatments) in the field is not of fixed duration. It is usually maintained and keeps going until the

client is markedly improved or until he or she quits. In contrast, the intervention in efficacy studies stops after a limited number of sessions-usually about 12-regardless of how well or how poorly the client is doing.

2. Psychotherapy (again like other health treatments) in the field is self-correcting. If one technique is not working, another technique or even another modality is usually tried. In contrast, the intervention in efficacy studies is confined to a small number of techniques, all of within one modality and manualised to be delivered in a fixed order.
3. Clients in psychotherapy in the field often get there by active shopping; entering a kind of treatment they actively sought with a psychotherapist they screened and chose. In contrast, clients enter efficacy studies by the passive process of random assignment to treatment and acquiescence with who and what happens to be offered in the study.
4. Clients in psychotherapy in the field usually have multiple problems that have potential for interconnectivity, and psychotherapy is geared toward relieving parallel and interacting difficulties. Clients in efficacy studies are selected on the basis of one diagnosis (except when two conditions are highly comorbid) by a long set of exclusion and inclusion criteria.
5. Psychotherapy in the field is almost always concerned with improvement in the general functioning of clients as well as amelioration of a disorder and relief of specific, presenting symptoms. On the contrary, efficacy studies usually focus only on specific symptom reduction and whether the disorder ends.

Theoretical Paradigm

The differential academic potentialities of learners and the concomitant disparity in gender performance are exemplified in the non-utility and application of values derivable from psychotherapy that act as buffer to classroom instruction and learning activities. The studies of Campbell and Sanders (1997); Hari (2005); Maraffi (2005) and Lifan (2005) though elaborated on the imbalances in gender access in and educational achievements of males and females, the multi-dimensional approach of boosting curricular teaching, especially with the adoption of psychotherapy, was never emphasized. The premise of this study therefore was based on the assumption that learners' (i.e. DLS) prowess especially in research methodology would be positively facilitated through the application of the reframing psychotherapy, rational emotive behavioural technique and assignment method. Importantly, the assumption was that Distance

Education learners' ability to develop researchable topics, retrieve and apply needed library information, construct acceptable research designs and measures as well as the choice of appropriate statistical methods will not differ significantly when they are exposed to the three selected psychotherapies. The maturation effects of DLS was equally assumed to boost the potentialities of the control group (i.e. those without intervention) while equating their outcome research prowess to those of RT, REBT and AM groups respectively. Specifically therefore, the study hypothesized that (i) DLS' research prowess will not be significantly different following their exposure to the combined effect of the three psychotherapies and the non-intervention group (CT); (ii) DLS either exposed to the RT/AM and AM alone and REBT/AM and AM will not be significantly different in their research prowess. (iii) Exposing the DLS to the individual psychotherapies with a concomitant research prowess will not be significantly different

Research Methodology

Both the Quasi-experimental as well as the causal comparative research designs were adopted in the study. The research design was partly experimental (i.e. quasi-experimental) because the pure conditions for true experimental studies were not strictly adhered to as the participation across the levels/years were not equal. It was causal comparative because the events whose outcomes (i.e. performance in Research Methodology Course) were compared had already happened. The study however followed the evaluation of the impact of the participants' exposure to interventions which lasted four academic baccalaureate sessions among Distant Learners enrolled in education and Guidance and Counselling Programme, Faculty of Education.

Study Participants:

The participants were made up of a total of 1057 DLS with 398 (37.7%) males and 659 (62.3%) females Baccalaureate programme in Education and Guidance and Counselling drawn from 1997, 1998, 1999 and 2000 academic sessions using the stratified random sampling technique within the framework of the multi-stage method. Seven Departments in the Faculty of Education are involved in Distance Learning Programme in the University of Ibadan as at this period of the study. With the adoption of the simple random sampling technique, the researcher then selected the programme amidst others on the criteria of the credit hours allotted to Departmental core-courses. In the Department of Guidance and Counselling and at the Centre for External Studies (otherwise, now known as Distance Learning Centre, University of Ibadan), the Course Code for the programme is designated as GCE 410 and has six credit-hours (i.e. Research Methodology and Project). The entry qualification of the participants was mainly the National Certificate in Education (NCE) as well as a pre-requisite credit academic performance (pass) at the General Certificate in Education (GCE, Ordinary

Level) respectively. All the participants are teachers both at the Elementary (Primary) and Secondary school levels of education respectively. The participants teaching experience range between 1 and 23 years while their school location vary from rural to urban centres and from different parts of Nigeria. Their age range was between 26 and 54 years and a concomitant Mean Age of 37.9 (SD=12.3) was obtained.

Research Measure

The Research Status Inventory [ReSI] was the major research instrument used for data collection. The ReSI has two sub-sections (i.e. Personal quality and Preference Indicator). The first sub-section is made up of 19 items that require the participants to rate him/herself on how good they are in the sub-component areas of research methodology. The Personal Quality sub-section of the ReSI was screened following expert judgments in psychometrics for its validity while the reliability value of r (0.85) was obtained using the Cronbach alpha. The reliability of the second sub-section which has 6 items was ($r=0.78$) following the split half coefficient relationship.

Research Prowess

The research prowess (otherwise, skills) of the DLS was assessed following the mapping of critical areas in project report writing and after which the DLS were exposed to end-of-course examination. The critical areas are in sub-categories and, or sections and includes: **I.** (a) Title of Study (which must be concise and feasible), (b) Abstract, (c) Introduction (background to the Study), (d) Statement of Problem, (e) Research question and, or Hypotheses (f) Objective of the Study (i.e. General and Specific Objectives), (g) Significance of the Study, **II.** Review of Related Literature (a) Theoretical Framework, (b) Empirical Background; **III.** Research Methodology (a) Research Design, (b) Population of Study, (c) Sample and Sampling Techniques, (d) Research Measures, (e) Research Procedure and administration, (f) Data Analysis; **IV.** Results and Findings (i.e. hypotheses testing and tabular summaries of findings) and discussions of findings. **V.** Final section (i.e. summary of findings, implication of findings, conclusion of findings, recommendation/ suggestions for further studies); References and appendix (appendices).

Prior to classroom lecture/instruction however, the pre-entry behaviour of DSL was determined to ascertain the differential research skills already got at the National Certificate in Education Programme (i.e at the Pre-baccalaureate programme). The Research Status Inventory [ReSI] was conceptualized to find out on what they already know, which is on-the-spot 5 to 10 minutes easily completed scale; was administered as part of introductory lecture activities.

Reframing Technique

Reframing is a robust psychotherapy that assists the individual potentials for re-phrasing, re-stating and the re-evaluation of life perspectives and circumstance and, or situation to the point of personal self-worth and growth as well as fulfilment. Its theoretical underpinnings are clarified in terms of systemic and solution-focused therapies, and Social Constructivism. Application of reframing technique in group and individual counselling has been profoundly successful empirically. The practical application of reframing in psychotherapy derives its usefulness from life frames that facilitates individual's ability in reconstructing the advantages of life challenges for future bliss. It is positively-oriented.

Rational Emotive Behaviour Technique

Rational Emotive Behaviour Therapy (REBT) is an active-directive, solution-oriented therapy which focuses on resolving emotional, cognitive and behavioural problems in clients, originally developed by the American psychotherapist, Albert Ellis. REBT is one of the first forms of Cognitive Behaviour Therapy and was first expounded by Ellis in 1953. Fundamental to REBT is the concept that emotional suffering (or disturbances) results primarily, though not completely, from our evaluations of a negative event, not solely by the events per se. In other words, human beings on the basis of their belief system actively, though not always consciously, disturb themselves, and even disturb themselves about their disturbances.

The REBT framework assumes that humans have both rational and irrational tendencies. Irrational thought/images prevent goal attainment, lead to inner conflict, lead to more conflict with others and poor mental health. Rational thought/images lead to goal attainment and more inner harmony. In other words rational beliefs reduce conflicts with others and improved health and the ability for life success (as in research prowess).

Assignment Method

The assignment method is a term coined from after-school activity and, or tasks in the form of Homework given to learners to compliment school instructions by the teacher. The term is applied in psychotherapy to intermittently follow-up on the personal recuperative ability of learners (otherwise, clients) which then provide regular feedback on his or her adjustment. Homework is generally work assigned to be completed by the assignee at home. The term is generally used to refer to primary or secondary school assignments as opposed to college-level coursework. In Nigeria the assignment method is adopted as a boost to the academic potential of learners as its assessment forms part of the learner's overall grade. Taken usually as part of continuous assessment, its duration can span

the entire academic session of a programme; and can also be in the form of mini-projects.

Procedure

Usually four to six weeks of face to face review of lectures and question periods following correspondence are given to the DLS on campus-format and, or in-school residential interaction form. The four to six weeks instruction was provided prior to another two weeks of examination. The DLS enrolled in Education and Guidance and Counselling Programme were exposed to the three psychotherapies separately and the non-intervention group using the four academic sessions for allotment into and combination of psychotherapies. The intervention periods lasted two hours, thrice weekly during the face-face interactive lectures while assignments were provided as take-home for Continuous Assessment (CA). Basic to the core of the contents of the three psychotherapeutic packages used are: (a) employment of the RT for instance, to ameliorate the participants' notion that research methodology was usually difficult as it usually has the statistical component. This pre-conceived notion was demystified using the Reframing technique through the positive application of such sub-themes of re-appraisal, re-appreciation and rephrasing of their potential and self-worth as well as imagination. (b) Their awfulization, dis-illusionment, irrational fear and, or anxieties were ably combated while adopting the REBT by active-directed and power-laden thoughts in correcting participants' illogicalities and unreasonableness; and finally, (c) the intermittent use of AM enable the participants to practice on their own while nurturing their self-confidence through regular feedback and checks with the programme facilitator (i.e. the researcher).

Data Analysis

The data collected were analyzed using both the descriptive (i.e. simple frequency counts expressed in percentages) and inferential statistical methods (ANOVA and Student-t) at the 0.01 and 0.05 alpha levels respectively.

Results/ Findings

The initial introductory lecture that was given to the DLS showed that over 95.64% of the distance learning participants had no previous research orientation and would be happier if research methodology courses and, or dissertation were not made part of University Programme. Other findings as reflected in Table 2 (Appendix 'A') showed that out of 1057 DLS enrolled differentially for the respective academic sessions, but whose responses were pooled, 986 (93.3%) argued that they would prefer to have a programme that does not include writing research dissertation for submission. Another 879 (83.2%) also said that it were better if dissertation

would be made part of a regular course for instruction and examinable only at the end of academic session while 91.9% reasoned that dissertation should be made optional respectively.

In order to examine the effectiveness of the three psychotherapies (i.e. RT, REBT, and AM) in inducing the expected outcome (empowerment of DLS in research prowess) however, the hypothesized statements were therefore tested using the Analysis of Variance (ANOVA) and the student-t statistical methods at the 0.01 and 0.05 alpha levels respectively. The first hypothesis has it that the DLS' research prowess will not be significantly different following their exposure to the combined effects of the RT, REBT, AM and the CT (i.e. the non-intervention group). The findings which utilized ANOVA for its computation however showed that it was statistically significant having a main treatment effects with [$F(4,1052)=7.52$; $P<0.05$]. Furthermore, the group Mean-Differential Scores equally indicated that the participants exposed to the RT($X=71.23$) demonstrated major psychotherapeutic gains with more evidence shown in the acquisition of research skills. Other result details showed that the REBT($X=69.56$), AM($X=54.31$); and the CT($X=48.02$) respectively are in the order of their merits (Tables 3 and 4; Appendix 'B'). Following these computed details and results therefore, is the argument that psychotherapies can be undoubtedly beneficial if well harnessed to facilitate learning. Learning difficulties and to a large extent, some retardation-learning related problem can become surmountable when learners are potentially given the benefits of the doubt.

In examining the psychotherapy outcome as indicated in the second hypothesis, the participants were exposed to either the combined intervention of RT/AM with the AM alone and, or the REBT/AM and AM alone as well as RT/REBT. With the use of the ANOVA, the findings showed that the outcome was statistically significant with [$F(2,1054)=5.07$; $P<0.05$]; [$F(1,1055)=3.61$; $P<0.01$] and [$F(2,1054)=9.70$; $P<0.05$] for all the dimensions respectively (Table 5; Appendix 'B'). Additional computed information as summarized in Table 4 also showed that the combined effects of RT/AM($X=73.43$), REBT/AM ($X=69.91$) and RT/REBT ($X=79.34$) are more potent than the participants' exposure to individual psychotherapy while, though, the combination of RT/REBT was more prominent. By implication, and as evident in the computed statistical details, the DLS' academic difficulties (especially obvious in deficiency in research prowess) with very disabling circumstances of fear and anxieties can be ameliorated effectively and better when psychotherapies are well selected and are combined for a more reliable outcome. It was also noticed that the maturation effect of the participants who are in the non-intervention group (CT) with Mean-score of 48.02 (Table 4) did not boost their research potentialities.

Finally, the third hypothesized statement which says that, exposing the DLS to the individual psychotherapies with a concomitant research prowess will not be significantly different was tested by using the student-t statistical method at the 0.05 alpha levels. The computed details as summarized in Table 6 indicated that its findings were statistically significant; and thus further support the relevance of psychotherapies in education for the modification of learning deficiencies especially when average scores are used as standards.

General Discussion

The argument that DLS are usually not good materials academically, especially on the issue of their contributions to knowledge, which is due to the fact that DLC programme is majorly sustained through correspondence, may be an overstatement after all. Learners everywhere, whether in the regular University programme and, or extra-mural (otherwise, correspondence), generally have differential needs which may not be due, perhaps, only to the peculiar nature of their programmes, but rather, more of individualistic and, or personal issues. As gleaned for instance, from the findings following the investigation, the results showed that when learners' academic needs (DLS in particular) are identified early, and activities for their academic adjustment are ably facilitated, expected learning outcomes are better boosted, predictable and achievable. In consequence therefore, while early identification of DLS research needs may constitute the basic step to ameliorating their academic difficulties, effective diagnosis of the sub-categories and severity of the need area may be directly related to adequate choice, selection and application of psychotherapies. The implication may be that, when learners' needs are not discovered early enough as a result of defective learners-facilitators consultation, their coping strategies may be overstressed due to the cumulative effects of academic challenges. With the DLS for instance, their cumulative challenges can be summarized as weakly, excess and deficiently manifested behaviour that may have a retrogressive and differential-impact in the fixation of academic performance and, or growth. The management of some of these learning academic difficulties, as it is obvious with the DLS, however, can be effectively maintained through the application of selected psychotherapeutic packages following actual and apparent diagnosis and evaluation of other related and disturbing conditions.

Arising from the findings, and particularly at the pre-intervention stages, the DLS' research potential may seem retarded while simultaneously, remain on the low ebb, if their research needs are not understood and are inadequately assessed by programme facilitators. The inability and, or failure in understanding (otherwise, under estimate) basic research needs of the DLS by the programme facilitators may therefore have a lot of implication for learners' academic growth as well as the beneficiaries'

contribution to national and, or global survival. Evaluating the research skills of learners is a necessary pre-condition for assessing relevant psychotherapies that may be important and needed both for the management of learners' behaviour excesses (as the case in irrational fears and anxieties) and, or the enhancement of weakly manifested behaviour. Differentiating between efficacy studies and psychotherapeutic outcome, Seligman (1995) have elaborated on the benefits of psychotherapy from the standpoint of the consumer reports survey. The effective utilization of the RT, REBT and the AM to boost the research potentials of the DLS as indicated in the findings have equally been supported empirically (Breitbart, 2006; Hayes and Spencer, 2005; Osiki, 1999; Ellis, 1991; Woods, 1991; Gilligan, Rogers, Tolman, 1991) and thus, correcting and facilitating academic potentials of the DLS as well as that of other category of learners can be effectively done using the advantages of psychotherapies.

A more fundamental issue germane however, to the findings, and as implied in the results (i.e. Tables 5 and 6, Appendix), was that, sometimes, during psychotherapeutic encounter, the eclectic application of interventions, rather than the single counselling approach, to poorly, weakly and deficiently manifested behaviours can be more productive. In the case of the DLS for instance, while psychotherapy results, following the individual application were though unique, the collectivization and combine application of psychotherapies yielded more outstanding and eventful outcomes. Such outstanding therapeutic outcomes are observable with the computed details following the combined treatment effect of RT/AM ($X = 73.43$) and RT/REBT ($X = 73.47$) and as summarized in Table 4 respectively.

Conclusion

Assisting the learners (particularly, the DLS) to learn meaningfully presuppose that there would be readiness and enough motivation from the institutions of learning as educational facilitators in understanding basic learning needs of the recipients. The basic learning needs of the DLS may include perspectives around academic issues. Such issues can be complex and may, often times, have added impute from socio-personal and career/vocational themes; and which may create real and apparent confusion for the learners. Some of the sub-themes, among others, could be memory difficulties, examination anxieties, defective learners-programme facilitators' consultation, and delays in submitting assignments and which may possibly be aggravated from major themes. These all have implication for how the learner essentially learns meaningfully particularly in an academic environment. Identifying the DLS' research difficulties (incidental and, or otherwise), and how this exists in a continuum, was therefore basic to the adoption and application of psychotherapies to ameliorate the ease of learning and the acquisition of basic skills required in research methodology. As evident from this study, and particularly on the dividends of the selected

and applied psychotherapies in learning, it was therefore concluded that since the DLS are expected to contribute meaningfully to global community change while adopting the instrument and, or tool of educational research, doing this also means that, they should have adequate emotional mental frame ably facilitated through the advantage use of the benefits of psychotherapies as the RT, REBT and AM for a resurgent elegance in knowledge-seeking behaviour. The overall implication is that using psychotherapies as vehicle for behaviour modification can be effective in the nurture, development and sustainability of expected learning outcome.

Recommendation

To advance the academic interest of especially the DLS and their ability to contribute to national growth and development, educational facilitators and, or instructors would be emphatically helpful if there is more commitment to the learner in terms of understanding his or her total person. To understand how the learner learns and to facilitate meaningful academic activity, basic behaviour modification strategies and, or techniques (Psychotherapies) should be acquired and adaptable in educational institutions.

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Appendix: A [Research Measure]**Research Status Inventory [ReSI]**

Rate yourself on how good you think you are to the following sub-themes in Research Writing and Reporting

Table 1 [Personal Quality]

S/N	Category of sub-themes	Very Good	Moderately Good	Not Good At All
1.	Choosing feasible titles/topics			
2	Developing issues for background			
3	Statement of problem			
4	Rationale for the Study			
5	Conceptual definition of terms			
6	objective of the Study Review of Related			
7	Literature/Library information			
8	Retrieval			
9	Theoretical Framework			
10	Empirical Background			
11	Conceptual Model Research			
12	Questions/Hypotheses			
13	Research Design			
14	Sample and Sampling Technique			
15	Research Measure			
16	Research Procedure/administration			
17	Data Analysis/Use of Statistics			
18	Results and Findings(use of Tables)			
19	Discussion of Findings			

Preference Indicator

Assuming I had a choice for making suggestions in programme re-organisation, I would prefer a programme where:

Table 2

S/N	Item Category	Yes	No
1.	Research Project is Optional.	971 (91.9%)	17(1.6%)
2.	I am free to decide between writing a dissertation and, Or contributing few articles for journal publication.	314 (29.7%)	89 (8.4%)
3.	There is nothing like writing and submitting dissertation at all.	986 (93.3%)	21(1.9%)
4.	Dissertation is compulsory but I can be free to contract it out for payment	516(48.8%)	203(19.2%)
5.	Dissertation is compulsory and cannot be contracted out.	96(9.1%)	491(46.5%)
6.	Dissertation is made part of regular University Programmes that would be taught and examined at the end of session only.	879 (83.2%)	298(28.2%)

Appendix ‘B’ [tabular summaries of computed statistical details]

Table 3: Analysis of Variance (ANOVA) comparing the combined outcome of participants to the intervention conditions (i.e. RT, REBT, AM, CT)

Source of Variation	Sum of Square	df	Mean Square	F-Dist.	P
Main Effect	165.204	4	41.301	7.52	<0.05
RT/REBT/AM/CT	165.204	4	41.301	7.52	<0.05
Explained	165.204	4	41.301	7.52	<0.05
Residual	5783.181	1053	5.482		
Total	5948.385	1057			

F (4, 1052) =7.52; P<0.05

Table 4: Group Means-Differential Scores Comparison

Category of Variable	Column (X)
RT	71.23
REBT	69.56
AM	54.31
CT	48.02
RT/AM	73.43
REBT/AM	69.91
RT/REBT	73.47

Table 5 Analysis of Variance (ANOVA) comparing the outcome of participants to the intervention conditions (i.e. RT/AM, AM alone, REBT/AM, AM alone and CT).

Source of Variation	Sum of Square	df	Mean Square	F-Dist.	P
Main Effect	372.138	2	186.069	5.07	<0.05
RT/AM	372.138	2	186.069	5.07	<0.05
AM	132.487	1	132.487	3.61	<0.01
CT	95.787	1	95.787	2.61	<0.01
REBT/AM	711.98	2	355.99	9.70	<0.05
Error	38576.41	1054	36.7		
Total	39888.802	1056			

- i. F(2,1054}=5.07;P<0.05
- ii. F(1,1055)=3.61;P<0.01
- iii. F(2,1054)=9.70;P<0.05

Table 6. Student-t Outcome Results of intervention Group showing Mean-Scores, Standard Deviation, t-cal. and the degree of Freedom Comparison

Category of Variable	N=1057	X	SD	t-Cal.	df	P
RT	274	71.23	4.174			
REBT	308	69.56	6.320	10.02	580	P<0.05
RT	274	71.23	4.174			
AM	251	54.31	5.341	6.61	523	P<0.05
REBT	308	69.56	6.320			
AM	251	54.31	5.341	7.64	557	P<0.05
RT	274	71.23	4.174			
CT	224	48.02	5.801	5.91	496	p<0.05
REBT	308	69.56	6.320			
CT	224	48.02	5.801	4.85	530	P<0.05
AM	251	54.31	5.341			
CT	224	48.02	5.801	3.57	473	P<0.05



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